

# Basic Communication Course Annual

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Nancy Rost Goulden	

*Literature from the 1990's calling for revision of basic course public speaking theory and pedagogy is examined, summarized, and organized. Discussion of sources that shape and maintain public speaking theory provides background for the reports of journal articles and conference papers categorized under (1) overall perspectives that influence theory, (2) basic theory of what characteristics constitute effective speaking, (3) appropriate course content, and (4) appropriate pedagogy. The dominant theme for change calls for a new theoretical perspective of effective speaking rejecting emphasis on traditional speech behaviors and supported by changes in attitudes and pedagogy, characterized by flexibility, openness, reliance on contemporary research, responsiveness to the needs of students and audiences, and featuring high levels of democratic student participation.*

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*The foundation of the basic public speaking course ought be questioned and modified to better meet the needs of students today. More specifically, public speaking courses must offer more than technique. Students must be introduced to the historical context that both models effective public discourse and has also contributed to the framework of the American*

*public forum. This article offers some common sense ideas about what the public forum ought to be. Implementation of these ideas, among other things, will serve to enrich the substance of the course, introduce the central role of rhetoric in American history, culture, and politics; as well as enhance instructor credibility.*

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*public speaking course helped high and moderate CAs significantly reduce overall CA and CA in public speaking, group discussions, meetings, and interpersonal conversation contexts. There was no difference in reduction of CA level between high and moderate CAs who utilized the speech lab and those who did not. However, high CAs who utilized the speech lab earned higher course grades than those who did not use the lab.*

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*ally light, atheoretical, and lacked substantive listening scholarship.*

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**Julia R. Johnson, Susan M. Pliner,  
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*The primary purpose of this essay is to suggest ways to create a universally inclusive curriculum, which, by definition, addresses the learning needs of all students, including students with disabilities or, in this case, students who are deaf or hard-of-hearing. Presented with the opportunity of having a d/Deaf student in a public speaking class, we reflect on the accommodations made, the assumptions inherent in an inclusive classroom, and the ideology of ableism. Because d/Deafness is as much a cultural identity as an auditory condition, we also address how to create safe learning environments for diverse student populations through the use of Universal Instructional Design.*

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